Designing a Collaborative Connected Liberal Arts Classroom

Course date
12 July - 16 July 2021
Time zones: 8 a.m. EST / 2 p.m. CET

Course Description:

This course offers participants the opportunity to learn about and experience an instructional design approach specific to the kinds of pedagogies that are a hallmark of Liberal Arts and Sciences education. Participants will engage in course- and skills-building activities designed specifically with engaged and writing-rich pedagogies in mind. The course also aims to bring together colleagues from across the OSUN network institutions in an effort to foster collaboration across campuses and begin conversations that might continue through joint course offerings and faculty-led initiatives.

The course will focus primarily on courses in humanities and social sciences, providing the instruments for transferring these courses into a blended / hybrid / online learning environment. The instructors will provide presentations on the strategies to arrange network cross-campus courses, including the use of video-conferences, online platforms, and other tools for synchronous and asynchronous modes of teaching and learning while working simultaneously across several campuses.

The assignments proposed during the course will be focused on various aspects of blended / hybrid / online modes of teaching and learning, such as networking across campuses, online course administration, online techniques for reading and writing assignments, soft skills, and emotional intelligence in the online environment, psycho-social support in online learning, synchronous and asynchronous teaching and learning, online mentoring (see the detailed description in the "Key Topics" section). The course will explore the ways to build academic cross-campus partnerships as well as the practices to engage the communities around the academic core in order to promote the accessibility of knowledge and foster social inclusion among students.

The course will include the resources of the Center for Teaching and Learning at Central European University utilizing their extensive expertise in online perspectives of teaching and learning and in emerging technologies of engaging learning experiences in higher education. The Center's faculty will bring in the methodology from their many workshops on instructional design and will collaborate on creating new frameworks for OSUN connected learning communities of practice.

Detailed objectives:

- to offer training for faculty involved in designing and conducting online courses and to pinpoint solutions necessary for creating blended learning courses;
- to create and workshop new solutions for civic engagement in academic communities that are distanced geographically
- to train faculty in online mentoring and supervisory practices, in psycho-social support as well as in creating a collaborative community environment
- to train faculty in OSUN reading and writing techniques practices for their application in an online format

<div align="center">**Course Schedule**</div>

July 12, 2021 (Mon): <u>Networking across campuses in designing and delivering joint courses</u>

Time zones**:** 8 a.m. EST / 2 p.m. CET

Instructors: Mariia Laktionkina and Michelle Murray
200 min.

Teaching mode:
5/10 minutes live introduction by the teaching faculty
30 minutes moderated discussion based on the answers submitted by the participants for the pre-posted questions (Padlet)
30 minutes presentation and live discussion moderated by the teaching faculty
10 minutes break
10 minutes instructor's presentation (next topic)
60 minutes practical seminar including individual and buzz group assignments
10 minutes break
40 minutes final open discussion and buzz-group presentations.

Recommended reading:
The Open Society University Network (OSUN) Connected and Blended Learning Toolkit, especially the section "Network courses" available online at:
(https://rise.articulate.com/share/R_ZuGixUD7cqwjyvG06xbR_YZjbwQgS_#/lessons/EduoRL_S33zMMPbt5MWS8UrPT9v5XuAa).

Padlet assignment:
1. Introduction via Padlet
2. Present your assignments ideas for collaborative, online, across the network courses.

Discussion points: coordination of syllabus development between partner universities; pairings and course schedule planning; assignments breakdown;

<u>July 13, 2021 (Tue): Online course administration</u>

Time zones**:** 8 a.m. EST / 2 p.m. CET

Instructor: Kseniya Shtalenkova
200 min

Teaching mode:
5/10 minutes live introduction by the teaching faculty
30 minutes moderated discussion based on the answers submitted by the participants for the pre-posted questions (Padlet)
30 minutes presentation and live discussion moderated by the teaching faculty
10 minutes break
10 minutes instructor's follow-up presentation
60 minutes practical seminar including individual and buzz group assignments
10 minutes break
40 minutes final open discussion and buzz-group presentations.

Recommended reading:
OSUN Teaching Resources, especially sections 1–3 and 5 (available online at:
https://opensocietyuniversitynetwork.org/resources/)

Assignment

Individual: develop an outline for a possible joint project that can be created online by the students from different campuses within your future network class.
Buzz group: develop an outline of the online module for your future network class, please include at least three options focused on linking activities.

Discussion points: 1) technical support for online administration, introducing solutions offered by various platforms and software; 2) activities options for online classes, engaging the students both on one campus and across several campuses; 3) best practices for linking activities implementing joint projects conducted by the students in small groups online.

July 14, 2021:Writing To Read and Writing to Learn Online
Instructor: Erica Kaufman

Time zones: 8 a.m. EST / 2 p.m. CET
200 min

Teaching mode:
5/10 minutes live introduction by the teaching faculty.
30 minutes moderated discussion based on the answers submitted by the participants for the pre-posted questions (Padlet/Perusall).
30 minutes experiential activity and live discussion moderated by the teaching faculty
10 minutes break
10 minutes instructor's follow-up (synthesizing) presentation
60 minutes practical seminar including individual and group activities
10 minutes break
40 minutes final open discussion and buzz-group presentations.

Recommended reading (full citations listed in the bibliography): Readings will be made available using Perusall, in pdf format. Participants will need to create a Perusall account for this component of the course.

excerpts from: *Writing-Based Teaching*; handouts from OSUN Teaching Resources site; additional short texts TBD

Assignments:
- **Read and annotate assigned readings on Perusall** (link and access code will be shared in advance). For each reading, your goal should be to actively annotate the text (highlighting, asking questions, sharing comments). I also encourage you to respond to your colleagues' comments and questions.
- **After reading, using Padlet, please share 1-2 assignments/activities** (high or low stakes) that you can imagine using in your course. These ideas should involve at least one IWT writing-based teaching strategy. Please include a brief process note that shares what you hope your assignment/activity will accomplish with particular attention paid to student engagement and creating connections and collaborations across campuses and students.

- **Please also share (on Padlet) 1-2 questions** you have regarding why and how writing to read and writing to learn practices work online.

Discussion points:
Strategies for using writing-rich practices online in order to build community, engage students in active listening and productive discussion, and promote critical thinking through scaffolded asynchronous and synchronous tasks.

July 15, 2021:
Creating a learning and collaborative environment developing soft skills and emotional intelligence; Psycho-social support dimensions in online learning

Instructors: Natalia Mikhailova and Kerry Bystrom
Time zones: 8 a.m. EST / 2 p.m. CET
200 min

Teaching mode:
90 min for discussion points 1 (Natalia Mikhailova):

- 5-min FFW: Reviewing your and others' posts in Padlet, consider which of these strategies can be transferred online and how, please post as comments
- a 20-minute overview of readings and presentation of main discussion points by the instructor
- a 25-minute community-building activity and discussion
- 20 minutes: buzz-groups
- a 10-minute follow-up presentation of buzz-groups results
- 10 minutes: share out and discussion

90 min for discussion points 2 (Kerry Bystrom):

- a 10-minute overview of OSUN projects working with highly vulnerable populations as well as goals of this sub-session (KB)
- a 20-minute overview of readings and discussion of Padlet responses (KB)
- 5-min FFW: Make a list of some particularly successful or promising on-line assignments designed for this summer session or previous courses; then choose one and brainstorm how it would be adapted to serve better especially vulnerable populations
- 20-minute group work: each person should present their assignment and initial brainstorming, and then the group should choose one to build out more fully and present to the class as a whole
- 15 minutes: share out and discussion
- 5 minutes: Moving from theory to practice: what have been the main practical challenges so far and how can they be addressed?
- 5 minutes: FFW: choose one challenge and brainstorm ideas for addressing it in the online environment
- 10 minutes: share out and discussion

Recommended reading:

For Discussion Point 1:

Learning Communities and Student Success in Postsecondary Education:
https://www.mdrc.org/publication/learning-communities-and-student-success-postsecondary-education
Additional short texts may be added later

For Discussion Point 2:

- Required: Refugee Education Initiatives handbook: "Trauma-informed Teaching and Learning for Refugee Education Initiatives":
https://static1.squarespace.com/static/5ca3aae4b10f2503d1cedfdf/t/60257ff292004e64396553fc/1613070359377/Trauma-Informed+Learning+and+Teaching.+Infopack+for+Instructors+and+Program+Staff
- Optional: INEE Background Paper: "Psychological Support and Social and Emotional Learning for Children and Youth in Emergency Settings":
https://inee.org/resources/inee-background-paper-psychosocial-support-and-social-emotional-learning-children-youth
- Further resources: https://www.ohio.edu/diversity/trauma-informed-teaching

Assignments
For discussion points 1:

- In advance of the session, make a short Padlet post (25-30 words) responding to the following: What strategies have you used to instill a collaborative spirit in the classroom where everyone feels comfortable and safe to share and participate?

For discussion points 2:

- In advance of the session, make a short Padlet post (25-30 words) summarizing one key insight you gained about trauma-informed teaching from the readings

Discussion points 1: collaboration, communication, and community-building practices online; frameworks for creating an inclusive online learning environment; creating sustainable collaborative projects also beyond the classroom; creating community-nurturing online space and nurturing relationships; supporting student engagement via peer learning and mentorship; self-learning strategies

Discussion points 2: Working with most vulnerable students and those in crisis contexts, looking at the connectivity challenges and workarounds, helpful strategies in past and upcoming work with refugee students.

July 16, 2021: Online mentoring and supervisory practices
Instructor: Helga Dorner, Michael Kozakowski

Time zones: 8 a.m. EST / 2 p.m. CET

200 min

Teaching mode:

Recommended reading:

Assignment:

Discussion points:
- online mentoring as a teaching and learning process;
- types of online mentoring e.g. peer, group, reverse, collaborative, and their place in teaching and learning;
- phases and strategies of mentoring in the online learning environment;
- adjusting supervisory practices to online learning needs.

The participants of the workshop will actively exchange their experiences and workshop the best methods in addressing the most frequent and pressing issues in online learning. Via active participation in all sections and critically assessing our own teaching practices, they will work on reflective and exploratory exercises.

Digital media will be used and digital databases (Padlet collections, canvas discussions, Google drive and other virtual environments) will be created during the sessions. Together, the participants will work on a common template of tools and best practices that can be applied in any blended learning environment in order to connect several campuses across the network.

Course format:

Our course will combine the two teaching methods: asynchronous elements (readings) will be offered in advance, and synchronous sessions (individual and group-based activities) will build on these.

We will be using the Zoom platform for synchronous sessions.

Assessment

All course participants will come to the course bringing their own assignment ideas they wish to implement. We expect that by the end of the course the participants will make changes in their assignment templates, based on the new knowledge they acquire during the course.

To receive 1 ECTS credit, the participants will need to present their updated outlines and templates to all course participants during the final session. This will help them to build a portfolio for teaching their respective online courses.

Bibliography (to be finalized in April 2021):

Walkington, Helen. 2012. "Developing Dialogic Learning Space: The Case of Online Undergraduate Research Journals." Journal of Geography in Higher Education 36 (4): 547–62. doi:10.1080/03098265.2012.692072.

Hall, Eric E., Helen Walkington, Jenny Olin Shanahan, Elizabeth Ackley, and Kearsley A. Stewart. 2018. "Mentor Perspectives on the Place of Undergraduate Research Mentoring in Academic Identity and Career Development: An Analysis of Award Winning Mentors." International Journal for Academic Development 23(1): 15-27. doi: 10.1080/1360144X.2017.1412972

Swapna Kumar & Melissa Johnson (2017) Mentoring doctoral students online: mentor strategies and challenges, Mentoring & Tutoring: Partnership in Learning, 25:2, 202-222, DOI: 10.1080/13611267.2017.1326693

Dorner, H., Misic, G. and Rymarenko, M. (2020), Online mentoring for academic practice: strategies, implications, and innovations. Ann. N.Y. Acad. Sci.. doi:10.1111/nyas.14301

Vilardi, T. Writing-Based Teaching: Essential Practices and Enduring Questions. SUNY PRESS, 2009

Darby, F. Lang, James. Small Teaching Online: Applying Learning Science in Online Classes. ISBN: 978-1-119-61909-3, July 2019

OSUN BARD. Faculty resources. Retrieved from https://osun.bard.edu/faculty-resources/